

**READING ANXIETY AMONG LEARNERS IN EFL READING
CLASSROOM AT MUHAMMADIYAH UNIVERSITY OF MALANG**

Submitted as a Partial Fulfillment of the Requirement for Master Degree in
English Language Education



by:

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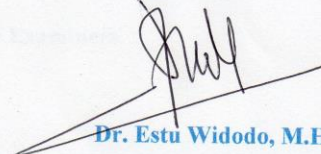
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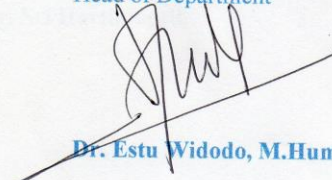
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Has been examined in front of examiners
On Wednesday, 23rd September 2020 and decided that

It has fulfilled the requirements to get
Master Degree of English Language Education
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LETTER OF STATEMENT

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Hereby, declare that:

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2. If the thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATING OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**)

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Malang, September 23rd 2020

The Writer,


YONGKY SETIAWAN

MOTTO AND DEDICATION

“Read with sincerity.”

Dedication:

This thesis is dedicated to:

- ❧ **The almighty Allah SWT who always gives me blessing and benevolence.**
- ❧ **My deepest beloved parents who always give me the best love, educate me, give support and pray every time.**
- ❧ **My beloved brother who give me support.**
- ❧ **My beloved friends of Regular class thank for our togetherness.**

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Malang, September 23rd 2019

The Writer

Yongky Setiawan

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**READING ANXIETY AMONG LEARNERS IN EFL READING
CLASSROOM AT MUHAMMADIYAH UNIVERSITY OF MALANG**

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ABSTRACT

This study was intended to investigate the reading anxiety level of EFL learners in the Foreign Language for Specific Purpose program (FLSP) and to find out the reading anxiety level of EFL learners in the Foreign Language for Specific Purpose program (FLSP) at Muhammadiyah University of Malang differs according to the gender. This study might provide an insight for the teachers in applying appropriate strategies to cope EFL students' reading anxiety. This research employed quantitative approach with survey research design. The survey research was conducted at Muhammadiyah University of Malang specifically at Foreign Language for Specific Purpose program (Engineering (Class A-C) and Law (Class A-D) department). The total population of this research were 140 learners which consist of ten classes, four classes were chosen during the research as the sample. The instruments used in this study contain EFLRAI (English as Foreign Language Reading Anxiety Level Inventory) questionnaire. This study also aimed at determining the statistical significant difference if any across gender. The finding showed that the level of reading anxiety among EFL learners in the FLSP programs experienced moderate reading anxiety. The independent sample t-test score showed that sig. (2 tails) .907 was higher than .05. In other words, the data showed that there was no significant difference between male and female participants in the level of reading anxiety.

Keywords: Reading Anxiety, EFL Reading Classroom, Gender

KECEMASAN MEMBACA PADA PESERTA DIDIK DI KELAS MEMBACA EFL DI UNIVERSITAS MUHAMMADIYAH MALANG

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ABSTRAK

Penelitian ini dimaksudkan untuk mengetahui tingkat kecemasan membaca peserta didik EFL pada program Foreign Language for Specific Purpose (FLSP) dan untuk mengetahui tingkat kecemasan membaca peserta didik EFL dalam program Foreign Language for Specific Purpose (FLSP) di Universitas Muhammadiyah Malang yang berbeda menurut jenis kelaminnya. Studi ini mungkin dapat memberikan wawasan untuk para guru dalam menerapkan strategi yang tepat untuk mengatasi kecemasan siswa EFL. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian survei. Penelitian survei dilakukan di Universitas Muhammadiyah Malang khusus di program Bahasa Inggris untuk Keperluan Khusus (Jurusan Tekni (Kelas A-C) dan Hukum (Kelas A-D)). Populasi penelitian ini adalah 140 siswa yang terdiri dari sepuluh kelas, empat kelas dipilih selama penelitian sebagai sampel. Instrumen yang digunakan dalam penelitian ini berisi kuesioner EFLRAI (English as Foreign Language Reading Anxiety Level Inventory). Penelitian ini juga bertujuan untuk menentukan perbedaan yang signifikan secara statistik dalam kecemasan membaca jika ada di antara jenis kelamin. Hasil penelitian menunjukkan bahwa tingkat kecemasan membaca pada peserta didik EFL program FLSP mengalami kecemasan membaca sedang. Skor Independent sample t-test menunjukkan bahwa sig. (2 tails) .907 lebih tinggi dari .05. dengan kata lain, tidak ada perbedaan yang signifikan antara partisipan pria dan wanita dalam tingkat kecemasan membaca.

Kata kunci: Kecemasan Membaca, Kelas Membaca EFL, Jenis Kelamin.

INTRODUCTION

Background of the Study

For EFL learners, reading is an essential skill for second or foreign language learners in academic context. It is the skill that must be acquired by students in order to understand reading texts. The success of students in academic life depends on their ability to read and understand written texts. As stated by Anderson (2004), reading is the most important skill to be mastered in order to attain greater development and progress in all academic areas. He also adds that an essential skill to get knowledge from written texts is reading skill. Clapham (2009:11) defines reading skill as an ability to construct a plausible interpretation and information of the writer's message. He also mentions that reading is the ability to make sense of written or printed symbols. Also, Chen and Intaraprasert (2014) said that through reading, students can gain a lot of information concerning the target language and culture.

It is necessary for university students to have good reading skill in order to read academic materials or textbooks. In order to transfer the information about modern science and technology from other countries, students are required to be able to read different texts in literature, social studies, science, etc. (Habibi et al., 2017). Habibi et al. (2017) and Ahmad et al. (2013) stated that reading skill is important skill in order to achieve the modern-day knowledge and that fundamental receptive skill student relies much on for academic purpose in higher education.

However, according to the report by UNESCO in 2012, reading index in Indonesia reached 0,001 (Kemdikbud, 2016). It means that out of 1.000 population, only one resident who was interested in reading. Furthermore, more than 91% Indonesian aged from ten years old preferred to watch TV, and 17% of them preferred to read different sources such as books, newspapers and magazines (Badan Pusat Statistik, 2014). Another factor which hinders students' interest in reading is anxiety. Anxiety is also recognized as the main factor which can hinder second and foreign language reading process (Saito, Garza & Horwitz, 1999, Berzegar & Hadidi, 2016). Jalongo & Hirsh (2010) study reveals that nervousness

associated with reading task truly exists. Some researchers have pointed out that anxiety may affect learners on the success of learning a new language (Kuru-Gonen, 2005; Rafik-Galea, 2010; Mohammadpur & Ghafournia, 2015) and reading performance (Bernhardt, 2011). Anxiety also acts as an obstacle, preventing learners from adopting learning practices (Kuru-Gonen, 2005). It is highly likely that poor reader experience high level of reading anxiety than good reader, since they might prone to distraction and feel anxious when they tried to comprehend or decode non-native language text.

Several researchers who have explored the other factors that may affect language learners' anxiety, that is gender differences. Gender has been a significant and critical factor in foreign language learning. Shield (2002) said that gender is allude to psychological and cultural ideas and can be viewed as free interpretation of sex into social terms. Previous studies demonstrated that gender affected the level of anxiety in learning a foreign language among the learners. Sabti (2016) conducted study in Iranian context, the result showed that the female participants had slightly high level of anxiety than males. Brantmeier (2004) said that gender as a variable in L2 reading deserves more attention.

However, concerning the previous researcher who had done research about gender differences such as Sabti (2016) and Hayati & Ghassemi (2008) in Iran, there is a limited research about gender difference in reading anxiety in Indonesia. In Indonesian context, Aisyah (2017) conducted study on reading anxiety. The result showed that 33 junior high students perceive reading anxiety in a moderate level. Kalsum (2018) also conducted study on reading anxiety and reading strategies. The result showed that 41 non-English students shows that Top-down reading anxiety factor is the most affecting source causing the reading anxiety. Thus, it becomes a fundamental thing to be researched about gender difference in reading anxiety level. In fact, it would be valuable research data in the field of language teaching learning and also this study will give better understanding to the lecturer in applying proper technique to adapt EFL reading anxiety based on gender differences. Hence, the researcher is interested in conducting this research

in order to investigate the reading anxiety level experience by different gender especially in FLSP reading classes at Muhammadiyah University of Malang.

Research Questions

Based on the above research background, the research questions of this study are formulated as follows:

1. What is the reading anxiety level of EFL learners in the FLSP program at Muhammadiyah University of Malang?
2. Does the reading anxiety level of EFL learners differ according to the gender in the FLSP program at Muhammadiyah University of Malang?

Objectives of the Study

Referring to the research questions previously stated, the objectives of the research are stated as follows:

1. To investigate the reading anxiety level of EFL learners in the FLSP program at Muhammadiyah University of Malang.
2. To find out whether the reading anxiety level of EFL learners in the FLSP program at Muhammadiyah University of Malang differs according to the gender.

Significance of the Study

Practical Perspective

The finding is expected to be useful for educators or teachers to give more insights about the reading anxiety levels experienced by learners when they read English texts. Through this study, educators are expected to understand how reading influences learners' English performance. As a result, the study can become a consideration for the next researchers to find the effective ways to cope with the problem.

Professional Perspective

This study is aimed to enrich the information about reading anxiety among EFL learners, especially in the English class. Therefore, it can assist both the teachers and learners to be more successful in conducting teaching and learning processes in the reading classrooms.

Scope and Limitation

Through this research, the researcher aimed to analyze the reading anxiety levels and differences of reading anxiety level based on gender. The subjects of this research are the students of FLSP reading course at Muhammadiyah University of Malang. The researcher will use EFLRAI (English as Foreign Language Reading Anxiety Level Inventory) questionnaire designed by Zoghi (2012) to analyze the reading anxiety level.

Definition of the Key Terms

There are several terms used in this study in order avoid misunderstanding and confusion. It is considered necessary to define them all as follows:

1. Anxiety

Anxiety is feeling of tension, apprehension and worry about potential negative outcome or events (Spielberger, 1983, as cited in Seinfeld et al, 2016). In this research, anxiety refers to learners' subjective feeling of apprehension and fear that make them difficult in learning something.

2. Reading

Reading is the process of deriving meaning from the text (Cline et al, 2006:2). In this research, reading refers to process of how students read written texts in the FLSP reading classes.

3. Reading anxiety

Reading anxiety is a specific, situational phobia toward the act of reading that has physical and cognitive reaction (Zhornic, 2001, as cited in Jalango & Hirsh, 2010). In this research, reading anxiety refers to feeling of worry and apprehension when learners try to read and comprehend reading texts.

4. Gender

Gender refers to a psychological and cultural concept, what could be regarded of as loose translation of sex into social terms (Shields 2002). In this research, gender refers to the male and female learners in the FLSP reading classes.

LITERATURE REVIEW

The Teaching of Reading

Reading is one of imperative part of studying in a second or foreign language. Moreover, the main purpose of reading is to acquire and seek information. According to Zwiers (2004), the purpose of reading is to construct meaning of text, letters, word and sentence to understand and comprehend the reading text. This goes in line with Linse (2005) who explains that reading is a fluent process in which reader combines textual information and background knowledge to build meaning. The reading skill is essential for students especially for university students. At university level, the ability to read relevant texts critically, to analyze and evaluate knowledge is a common requirement at all levels of study (Bharuthram, 2012). The better reading abilities also enable students to become successful in their academic pursuit (Iftanti, 2015). Recent studies indicate that students with good reading comprehension have better achievement in their science and math (Akbasli, Sahin, Yaykiran, 2016). Moreover, the students with good reading comprehension skill will obtain greater opportunities to brighter carrier promotion (Wei, Cromwell, & McClarty, 2016; Bhatia & Bremner, 2012).

Despite of these important roles of the reading skill, the literacy level of Indonesian people listed among worst in the world in the level of 60 of 61 countries (Gunawan, 2016). Kweldju (1996 as cited in Cahyono & Widiati, 2006) found that reading activity is commonly seen by university students as an uninteresting activity. She states that reason behind the lack of interest in reading activity is because of limited background knowledge, inability to understand the content of the text, and complicated organizational structure of the text. Another study conducted by Firmanto (2005) found that reading was considered a stressful and boring activity because of unsuitable texts, teachers' scarcity in employing pre-reading activities and monotonous post-reading activity.

In order to improve reading skill, some researchers have provided some solutions. According to Tupan (2004), one way to improve reading skill, the teacher should provide students with authentic materials for classroom reading

activity. In her views, authentic material such as advertisement could be good reading material to train learners to think critically to disclose the hidden message. Astika (1992) also recommended in stressing the essence of improving reading skills through systematics procedures of reading instructions called “interactive model for teaching reading”. The interactive model for teaching reading consisted of five stages: pre-reading activity, vocabulary study, cohesive device, reading selection, and comprehension question. Astika believe that these five stages of interaction model are adaptable for both skilled and unskilled readers and the interactive model might be able to solve the problem that Firmanto’s (2005) found in his study.

The Reading Anxiety

In basic terms, anxiety is a state of stress, fear, nervousness and concern over potential negative consequence or incidents (Spielberbeger, 1983, as cited in Seinfeld et al, 2016). Shri (2010) also stated that anxiety is a subjective feeling of discomfort, unease, apprehension or fearful concern accompanied by host of autonomic and somatic manifestations. Furthermore, Horwitz et al. (1986) said that anxiety is subjective feeling of anticipation, panic that makes the learner have difficulty in concentrating, forgetfulness, trembling, and palpitation.

So, reading anxiety is referring to the feeling of apprehension and worry when students try to read and interpret foreign language text (Muhlis, 2014). Zhornik (2001 as cited in Jalango & Hirsh, 2010) define reading anxiety is a specific, situational phobia to the act of reading with physical and cognitive reaction. He also adds that physical reaction to anxiety include the release of adrenaline and physical symptoms, such as sweating, heart pounding, feeling weak or tired, rapid breathing, headache, stomachache, or even throwing up. Cognitive reaction to anxiety includes an intense sense of fear, low self-esteem, feeling of helplessness, and fear of public humiliation. Study conducted by some researchers found that reading anxiety negatively influence reading performance (Sellers, 2000; Shi & Liu, 2006), and thus hindering the comprehension and acquisition of second language. MacIntyre (1995) highlights that, if learners feel anxious when reading, their performance is diminished, which might lead to

negative self-evaluation and more self-deprecating cognition which further hinder their performance. To reduce reading anxiety faced by students, Saito (1999) suggested teacher could prepare their students for possibility of reading anxiety when introducing reading assignments, introducing reading strategy to lessen the reading anxiety, and teacher should pay attention to the selection of texts to ensure students encounter material that are at an appropriate level of difficulties. Faruq (2019) encourages teacher to use error correction techniques, doing small group activities, and focusing on topics that are interesting for students. In addition, according to Zoghi & Alivandivafa (2014), the reading anxiety divided into three level of anxiety;

Table 2.1 Distribution of the level of Reading Anxiety

| Score | Level of reading anxiety |
|---------|--------------------------|
| 68 – 80 | High level |
| 56 – 67 | Moderate level |
| 20 – 55 | Low level |

The Factors influence Reading Anxiety

Anxiety may contribute profound factors for foreign language learning especially in reading. Therefore, it is crucial to identify the factors which influence the reading anxiety. According to Zoghi (2012) there are three factors which influence reading anxiety: (a) Top-down Reading Anxiety, (b) Bottom-up Reading Anxiety, (c) Classroom Reading Anxiety. Each of them will be discussed as revealed below.

Top-down Reading anxiety

According to Zoghi (2012), Top-down reading anxiety is a factor which influences reading anxiety from the reader-specific related anxiety. Top-down reading anxiety is related to readers' background knowledge, cultural knowledge and their general reading ability. It is caused when students are not able to recognize specific detail and the main idea of the text. Learner will become anxious when the ideas in the texts are culturally unclear, the title of the text is

unfamiliar and they lack knowledge about ideas expressed in the text (Guimba and Alico, 2015).

Bottom-up Reading anxiety

According to Zoghi (2012), Bottom-up reading anxiety is a factor which influences reading anxiety from text-specific related anxiety. Bottom-up reading anxiety related to vocabulary and grammar. It is caused when students encounter uncommon vocabulary in the text and grammatical structure are too complex. Learners may become anxious when they cannot figure out the meaning of a word, encounter a lot of words whose meaning are unclear, a sentence is grammatically unfamiliar and tenses of certain sentence is unclear (Guimba and Alico, 2015). This problem may be solved by selecting the reading material, text content and language complexity suited with the students' varied background.

Classroom Reading Anxiety

According to Zoghi (2012), Classroom reading anxiety is a factor which influences reading anxiety from teaching method which teachers' use in classroom activity. The students may encounter classroom reading anxiety when teacher correcting their pronunciation and translation mistake them in stern way (Guimba and Alico, 2015). Thus, the teachers' negative feedback may sometimes raises reading anxiety and makes learning environment unfriendly for the students.

Gender

Gender is established by the function, conceptions, and role related to women and men in society (Sunderland, 1999). According to Shields (2002) gender refers to psychological and cultural concepts, that could be regarded of as loose translation of sex into social terms. It is related to the action, attitude, and expression typically associated with either males and females. Hatzichristou, (1999) explains that gender is constructed socially and classifies the relationship between males and females. Thus, gender is not about being males or females, but how the expression, behaviour, and characteristics come from males or females, in interaction with others.

Previous Research

There are some studies which are related to this research. The first study that was conducted by Guimba and Alico (2015). Guimba and Alico (2015) used a questionnaire of the English as a Foreign Language Reading Anxiety Inventory (EFLRAI) adopted from Zoghi & Alivandivafa (2014). This study aims to find out the main causes of students' reading anxiety and comprehension performance among 78 students Grade 8 in Mindanao State University-Integrated Laboratory School, Marawi City. The results showed that most of them failed in the test and they had high level of reading anxiety. Meanwhile, three factors which causing their reading anxiety are: top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. Moreover, there is a significant negative relationship between students' reading anxiety level and reading comprehension performance.

The second study was conducted by Kulsum (2018). She examined the sources of students' reading anxiety and reading strategies in English Dormitory of State University in Bandung. The respondents consisted of 41 non-English students. It employed a qualitative descriptive method. She used two questionnaires of English as a Foreign Language Reading Anxiety Inventory (EFLRAI) adapted from Zoghi (2012), RSQ adopted from Oxford et al. (2004), and a semi-structured interview. The result of this study showed that top-down reading anxiety as the most affecting source causing anxiety in EFL reading (35.78%). It was followed by the bottom-up reading anxiety (34.86%) and classrooms reading anxiety (29.36%). On the other hands, students preferred to use top-down reading strategies (55.38%) rather than bottom-up reading strategies (44.62%).

RESEARCH METHOD

Research Design

Bogdan and Biklen (2007) define research design as the researcher's plan of how to proceed the research. It is referring to overall plan that is used in this research which include the method is going to be used to answer the research problems. This research belongs to quantitative research especially in the form of survey research design. According to Creswell (2002) survey research design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the opinions, attitudes, characteristic, or behaviors of the population. In this procedure, the survey research collects quantitative, numbered data using questionnaires (e.g., mailed questionnaire) or interview (e.g., one-on-one interviews) (Creswell, 2012). This goes in line with Nandan (2010) who states that survey research is social scientific research and focuses on people, their beliefs, attitudes, opinions, motivations and behaviors. Those definitions are in line with this research which focuses on the conditions of the students' feeling when they are learning reading. Hence, it is an appropriate method that could be applied in this research.

Research Setting and Subjects

This research was conducted at the Muhammadiyah University of Malang, especially in FLSP reading classes. The University was chosen because it provides many FLSP programs, and has many learners of different genders. Besides, it is one of the favorite private collages in Malang which means that it will be able to offer rich data about the conditions of the students' feeling, especially when learning reading. Regarding the subjects, the researcher used the appropriate sampling techniques based on quantitative research. According to Fraenkel at al. (2012) sampling was the choice of the sample of individuals who will be take part to be observed or questioned. The researcher used Cluster random sampling in this research. According to Ary (2010) cluster random sampling is a sampling which is not individual but a group who are naturally together. The cluster random sampling used when the researcher chooses the subjects based on their criteria. In this research, the criteria for the subjects is: (1)

students of FLSP reading classes who have been obtaining the FLSP reading classes for 1 semester; (2) they used their reading skill for gaining information, attain greater development and progress in all academic areas.

In this study, the researcher chose four classes of FLSP programs as a sample; Civil Engineering (Class A and C) and Law (A and D). The classes were chosen because they have FLSP reading classes and the students have reading classes for 1 semester. Besides, based on preliminary study researcher found that those classes have many difficulties in learning reading, some lecturers that have been interviewed before also said that those classes have lack of understanding in reading some passages, lack of vocabularies and lack of attention when lecturer gives explanation. Related to the total number of the subject, there was 140 students who has participated in this research and was divided into 70 males and 70 females.

Research Instruments

The instrument utilized in this study constitutes EFLRAI (English as Foreign Language Reading Anxiety Level Inventory) questionnaire designed by Zoghy (2012). EFLRAI has been utilized by some researchers in conducting the research to measure the reading anxiety level. Guimba and Alico (2015) and Kalsum (2018) have use it to measure the reading anxiety level of the participants. The questionnaire used to acquire particular data which are accumulated from the participants.

In the EFLRAI, there were 20 question items and a scale ranging from 1 (one) to 4 (four) points Likert scale of agreement. Each item on the scale was rated on a 4-point Likert scale: *strongly agree* (4 points), *Agree* (3 points), *Disagree* (2 points) and, *Strongly disagree* (1 point). The scores of language anxiety were divided into three levels of anxiety: low anxiety (X=20-55), moderate anxiety(X=56-67), and high anxiety(X=68-80). Students' anxiety score were picked up by summing up the rating of all the items. The score of students' anxiety scale would extend from a low of 20 to a high of 80, with higher score reflecting greater perceive reading anxiety.

There are three factors which influence the reading anxiety in the ELFRAI questionnaire adapted from Zoghy & Alivandivafa, 2014, those are:

Table 3.1 The Factors which influence Reading Anxiety

| FACTORS OF ANXIETY | QUESTION NUMBER |
|---------------------------------|------------------------|
| Top-down Reading Anxiety (TRA) | 1,2,3,4,5 |
| Bottom-up Reading Anxiety (BRA) | 6,7,8,9,10,11,12,13,15 |
| Classroom Reading Anxiety (CRA) | 16,17,18,19,20 |

Reliability Of Instrument

According to Fraenkel & Wallen (2008), reliability is defined as the capability of an instrument to give consistent score or result obtained. It could be said that the test score is dependable, accurate and consistent when the test is given to different situations or different people. EFLRAI (English as Foreign Language Reading Anxiety Level Inventory) is an anxiety-measuring tool for adult language learners developed by Zoghy (2012), and it has been tested for validity and reliability under many circumstances such as cultural groups and ages. Furthermore, studies which tested EFLRAI in terms of validity and reliability have found that the scale is reliable and valid (Zoghy, 2012; Zoghy & Alivandivafa, 2014). Cronbach's alpha coefficient of .89 was reported for the EFLRAI by Zoghy (2012).

Data Collection

In this section, several activities were conducted in order to gather the information related to the research questions. There were some steps followed by the researcher in collecting the data:

1. Locating site, the researcher decided the place where he wants to do the research. In this research, the researcher chose the Muhammadiyah University of Malang as the research location to gain the research data.

2. Samplings, the researcher makes a decision about who should be taken in this research that could give the information, related to the research questions. In this study, the researcher decided to pick up learners from FLSP reading classes as the samples.
3. Gaining access from the lecturer for gathering the information. In this part, the researcher asked the teachers' permission to conducting the research.
4. Distributing the questionnaire. In this stage, the researcher distributed the questionnaire website link to the participant.
5. Collecting the questionnaire. After the participant finish answering the questionnaire items, the researcher collects the questionnaire from the website.

Data Analysis

Data analysis is the process of how the researcher organizes the result of the data collection to answer the research questions. Bogdan & Biklen (1992) explained that data analysis is the process of searching and arranging from the field notes, interview transcripts, or another instrument to enhance the comprehension and to inform the finding to others. In this research, the researcher followed several steps in analyzing the data. They were manifest as follow:

1. Transferring the questionnaire sheet into computer. In this part, the researcher transferred the questionnaires sheet data into Microsoft excel.
2. Editing the data. In this part, the researcher edit the data from Microsoft excel so that the data can be analyzed in SPSS version 22.0 for Windows.
3. Analyzing the data. In this part, the researcher analyzed the data from SPSS to answer the research questions.
4. Answering the first research question. In this part, the researcher used descriptive statistics to measure the reading anxiety level among EFL students.
5. Answering the second research question. In this part, the researcher used independent t-test to measure whether there were differences in reading anxiety level among genders.
6. Drawing the conclusion. The last step was the researcher made the conclusion based on the data analysis.

RESEARCH FINDING AND DISCUSSION

Research Findings

The data were accumulated through English as a foreign language reading anxiety inventory (EFLRAI) questionnaire. The participant was 140 divided into 70 male participants and 70 female participants of EFL learners. The findings of this research were presented based on research problems. They are: (1) the reading anxiety level of EFL learners in the FLSP program and (2) the reading anxiety level of EFL learners differ according to the gender in the FLSP program.

The Reading Anxiety level of EFL Learner in the FLSP Program

Based on the result of the data analysis, it was found that the subjects in this current research were divided into the three reading anxiety levels represented in Table 4.1.

Table 4.1. Reading Anxiety levels of EFL Learners in the FLSP Program (N=140)

| Score | Level of reading anxiety | Gender | | | | % of Total |
|---------|--------------------------|--------|-----|-------|-----|------------|
| | | Female | | Male | | N |
| | | Total | % | Total | % | |
| 20 - 55 | Low reading anxiety | 27 | 38% | 32 | 45% | 38% |
| 56 - 67 | Moderate reading anxiety | 42 | 60% | 36 | 51% | 60% |
| 68 - 80 | High reading anxiety | 1 | 2% | 2 | 4% | 2% |

Table 4.1, shows the distribution of the participants according to their gender. the total sample completed in the questionnaire was 140 participants. The description of the table above demonstrated the level of their reading anxiety. The results of the analysis demonstrated that 60% or 78 of the learners experienced moderate reading anxiety as the top percentage. It is also seen that 38% or 59 of the learners demonstrated a low reading anxiety and only 2 % or 3 learners had high reading anxiety level.

The level of their reading anxiety was also analyzed in terms of gender differences. The following table represents the descriptive statistics for the

reading anxiety scores according to gender. Descriptive statistics for the reading anxiety of the male and female participants represented in Table 4.2

Table 4.2. Descriptive statistics for the reading anxiety based on gender

| Gender | Number | Minimum | Maximum | Mean | Std. deviation |
|--------|--------|---------|---------|-------|----------------|
| Male | 70 | 45 | 68 | 56,11 | 4,425 |
| Female | 70 | 42 | 69 | 56,01 | 5,625 |

Table 4.2. shows the scores of the male learners' reading anxiety ranged from 45 to 68 with the mean score was 56,11 and the standard deviation was 4.425 respectively. Meanwhile, the female participants' reading anxiety scores ranged from 42 to 69 with the mean score was 56,11 and the standard deviation was 5.625 respectively.

Reading Anxiety level of EFL Learners differ according to the gender in the FLSP program

In order to investigate whether there was a different level between male and female, an independent samples t-test was conducted. Before the Independent Sample T-test was organized, normality and homogeneity of the data had to be checked.

The normality data

The result of normality by Kolmogorov Smirnov can be seen in Table 4.3 and 4.4

Table 4.3. The normality of female data questionnaire

| One-Sample Kolmogorov-Smirnov Test | | |
|------------------------------------|----------------|--------|
| | | Female |
| N | | 70 |
| Normal Parameters ^{a,b} | Mean | 56.01 |
| | Std. Deviation | 5.625 |
| Most Extreme Differences | Absolute | .070 |
| | Positive | .069 |
| | Negative | -.070 |
| Kolmogorov-Smirnov Z | | .070 |
| Asymp. Sig. (2-tailed) | | .200 |

Reflecting from the data above, the Sig. (2 tailed) of the female data, the questionnaire was .200 which was more than .05. Hence, it can be claimed that the data from the data female questionnaire had fulfilled the normality assumption.

Table 4.4. The normality of the male data questionnaire

| One-Sample Kolmogorov-Smirnov Test | | |
|------------------------------------|----------------|-------|
| | | Male |
| N | | 70 |
| Normal Parameters ^{a,b} | Mean | 56.11 |
| | Std. Deviation | 4.425 |
| Most Extreme Differences | Absolute | .090 |
| | Positive | .090 |
| | Negative | -.086 |
| Kolmogorov-Smirnov Z | | .090 |
| Asymp. Sig. (2-tailed) | | .200 |

Reflecting from the data above, the Sig. (2 tailed) of the female data, the questionnaire was .200 which was more than .05. Hence, it can be claimed that the data from the male questionnaire had fulfilled the normality assumption.

Homogeneity of the Data

To find out the information about the homogeneity of the data, the homogeneity test was conducted by using the Levene test in SPSS 22.0. The significant level of the test was .05. In this case, if the result of the analysis is more than .05 then the data are homogeneous, or there is no significance difference between the male and female. However, if the result of the analysis is less than .05, then the data are not homogeneous or there is any significant difference between the male and female. The result of the of the homogeneity test score from the questionnaire can be seen in Table 4.5.

Table 4.5 Test of Homogeneity using Levene statistic

| Test of Homogeneity of Variances | | | |
|----------------------------------|-----|-----|------|
| result | | | |
| Levene Statistic | df1 | df2 | Sig. |
| 3.035 | 1 | 138 | .084 |

The level of significance of the homogeneity test of the survey was .084. It showed that the level of significance of the homogeneity test was higher than that of .05. It was indicated that the variances of the data were homogeneous. So, there was no significance difference between male and female in the reading anxiety level.

Based on the data above, the normality of the data and homogeneity of the data had been fulfilled the normality assumption and homogeneous. So, the independent sample t-test can be presented as table below.

Table 4.6 The result of data male and female questionnaire using Independent sample t-test.

| Independent Samples t-Test | | | | | | | | | |
|----------------------------|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|-----------------------|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |
| | | | | | | | | | Lower Upper |
| Gender | Equal variances assumed | 3.035 | .084 | .117 | 138 | .907 | .100 | .855 | -1.591 1.791 |
| | Equal variances not assumed | | | .117 | 130.755 | .907 | .100 | .855 | -1.591 1.791 |

Reflecting from the table above, the sig. (2-tailed) of the data shown .907 was higher than .05. Therefore, the data showed that there was no significant difference between male and female participants in the level of reading anxiety.

Discussion

This section focused on discussing the research findings with the established theory and previous research which cover: (1) the reading anxiety level of EFL learners in the FLSP program, (2) the reading anxiety level of EFL learners differ according to the gender in the FLSP program.

In connection with the first research question, the finding showed that the level of reading anxiety among EFL learners in the FLSP program demonstrated that 60% or 78 of the learners experienced a moderate reading anxiety as the top percentage. It can be seen that 38% or 59 of the participants demonstrate a low reading anxiety. While only 2% or 3 of learners having high reading anxiety. The finding implies that FLSP reading classes at Muhammadiyah University of Malang seem to have moderate level of reading anxiety. Moreover, Bottom-up Reading anxiety was the most affecting factor causing anxiety in EFL reading (52.33%). It was followed by the Top-down reading anxiety (26.13%) and

classroom reading anxiety (21.53%). It is understandable that learners may find reading as an anxiety-provoking task, since the learner not only deal with unfamiliar vocabulary, sentence structure, syntax, lexicons, and other complex semantic relations, but also background knowledge and cultural knowledge in making meaning from text (Rajab et al., 2012). Saito et al., (1999) said that anxiety happens when the learners try to decode or interpret non-native language text. The similar finding was found by Wu (2012) and Kuru-Gonen (2007). For example, Wu (2012) found out that 60 out of 91 participants fell in moderate level of reading anxiety (69,2%) and Kuru-Gonen found out that 124 out of 225 patricians also fell in moderate level of reading anxiety (55,11%). These studies indicate that anxiety affected students who learn English especially when they try to comprehend English text. Therefore, Wu (2012) said that in spite of students' reading anxiety level, teacher should give more attention on students reading anxiety. EFL teacher should cope with students' reading anxiety in order to improve their reading performance.

Regarding the second question related to the gender differences in reading anxiety showed that there was no significant difference level of reading anxiety. Based on the data, the sig. (2-tailed) value of the data shown .907 was higher than .05. Therefore, the data showed that there was no significant difference between male and female participants in the level of reading anxiety. The similar finding was found by Hayati & Ghassemi (2008). Since both males and females were facing similar difficulties in terms of reading anxiety. Contrary to the findings by Sabti et al. (2016), which revealed that female students encountered a higher level of reading anxiety than male students.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research finding, some conclusions regarding the reading anxiety in EFL reading classroom especially in FLSP programs at Muhammadiyah University of Malang can be taken as follows:

Firstly, the finding implies that EFL reading classrooms especially in FLSP programs at Muhammadiyah University of Malang seem to have a moderate level of reading anxiety. The result from questionnaire data shows that 60% of the students experienced a moderate reading anxiety level. Moreover, Bottom-up reading anxiety was the most affecting factor causing anxiety in EFL reading. The students may find reading as an anxiety-provoking task because not only student face unfamiliar vocabulary, unfamiliar grammar, syntax, lexicons and other complex semantic relation but also their lack of background knowledge and cultural knowledge to interpret or to decode non-native language text. The reading anxiety can hinder students' reading performance, comprehension and acquisition of second language.

Secondly, based on the result of independent sample t-test score, the sig. (2 -tailed) value of the data shown .907 was higher than .05 It can be concluded that there was no significant different level of anxiety between male and female participants.

Suggestions

Based on the research done by the researcher at the Muhammadiyah University of Malang especially in FLSP reading classes, in this opportunity the researcher tried to give some suggestions. The results of this study were expected to give practical contributions to the English teachers, the learners, and the further researchers. The suggestions were presented as below.

Suggestions for the teachers

Based on the findings, it was suggested that the teachers should acknowledge that anxiety happens. The teachers should be aware that anxiety was the one of the reasons why the students having difficulties in learning process especially in reading. Moreover, teacher need to deal with anxiety-provoking situations carefully. The teacher can creates the learning environment more relaxed. A less stressful classroom environment could help to reduce students' anxiety. The individual anxiety could be helped by familiarizing them with the reading strategies that lessen the reading anxiety, selecting the appropriate texts based on the level of difficulties and doing small group discussion.

Suggestions for the learners

It was also suggested that the learners should be aware of their lack in reading performance. They can ask for feedback from their teachers and friends about their reading performance. The feedback is an important part of effective learning to help students to analyze their own performance in reading classes.

Suggestions for the further researchers

For further researchers, it was suggested that they could explore wider research content about foreign language anxiety in different skills such as writing, listening or speaking. This study can be developed with large number of learners from different ages and occupations in a different EFL context in order to get a detailed analysis of the sources of foreign language anxiety.



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APPENDIX I

QUESTIONNAIRE

English Version of EFL Reading Anxiety Inventory (EFLRAI)

EFLRAI, ©M. Zoghi, 2012

This questionnaire does not intend to gauge your EFL reading ability. Nor is it a test that you can score high or low. In fact, this questionnaire helps us help you i.e. by knowing about your true responses, we will be able to find out when you undergo anxiety while reading in English. This may enable us to be well-prepared in your future English classes. Thus, your cooperation can certainly make a big difference. Thanks for your time in advance.

Gender: Male Female

1. I do feel unease when the title of the text is unfamiliar to me.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
2. It is worrying to me when the ideas expressed in the text are culturally unclear
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
3. I get upset when I lack the previous knowledge about the ideas expressed in the text.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
4. I worry when I unable get the gist of the text although no new vocabulary items or grammatical points exist in the text.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
5. I am nervous when I find difficulty in finding the main idea of a certain paragraph.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
6. I get upset when I cannot figure out the meaning of a word that I feel I have seen before.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
7. I get confused when the word that I know has a different meaning in the sentence.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
8. I get upset when I come across idioms that are unfamiliar to me.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree

9. I feel worried when the unknown word is difficult to pronounce.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
10. I am nervous when a certain sentence is long and has a complex structure.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
11. When a certain sentence is grammatically unfamiliar is worrying to me
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
12. It bothers me when a passive voice is used in a sentence.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
13. I feel upset when the tense of a certain sentence is unclear to me.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
14. I worry when I am unable to recognize different parts of speech such as adjectives, adverbs, or connective words.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
15. I get confused when what I know about a grammatical point does not make any sense.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
16. It bothers me when the instructor calls on me to read out.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
17. It worries me when the instructor calls on me to translate a piece of an English text into our first language.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
18. When the instructor asks me reading comprehension questions is worrying to me.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
19. It makes me feel uneasy when the instructor corrects my pronunciation or translation mistakes.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree
20. I am nervous when the instructor uses English as a medium of instruction and hardly ever makes use of our first language.
(1) strongly disagree (2) disagree (3) agree (4) strongly agree

Thank you for taking time to complete this questionnaire.
We appreciate your comments.

APPENDIX II

QUESTIONNAIRE RESULT

| Gender | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 |
|--------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Male | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 1 | 2 | 3 | 4 | 2 | 1 | 2 | 2 | 2 |
| Male | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 2 | 2 | 2 |
| Male | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Male | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 1 |
| Male | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 3 |
| Male | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| Male | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 |
| Male | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 |
| Male | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 2 | 2 |
| Male | 4 | 3 | 2 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 2 | 3 | 2 | 2 | 1 | 1 | 1 |
| Male | 3 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| Male | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 1 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 4 |
| Male | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 |
| Male | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| Male | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 2 | 4 | 1 | 3 | 1 | 2 | 3 | 2 | 3 | 3 |
| Male | 3 | 2 | 3 | 4 | 1 | 3 | 4 | 4 | 4 | 3 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 3 | 1 | 3 |
| Male | 3 | 1 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 2 | 4 | 2 | 4 | 1 | 3 | 3 | 1 | 1 |
| Male | 3 | 1 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 2 | 4 | 3 | 2 | 4 | 1 | 3 | 4 | 4 | 2 |
| Male | 2 | 3 | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 |
| Male | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| Male | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 |
| Male | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 1 | 2 |

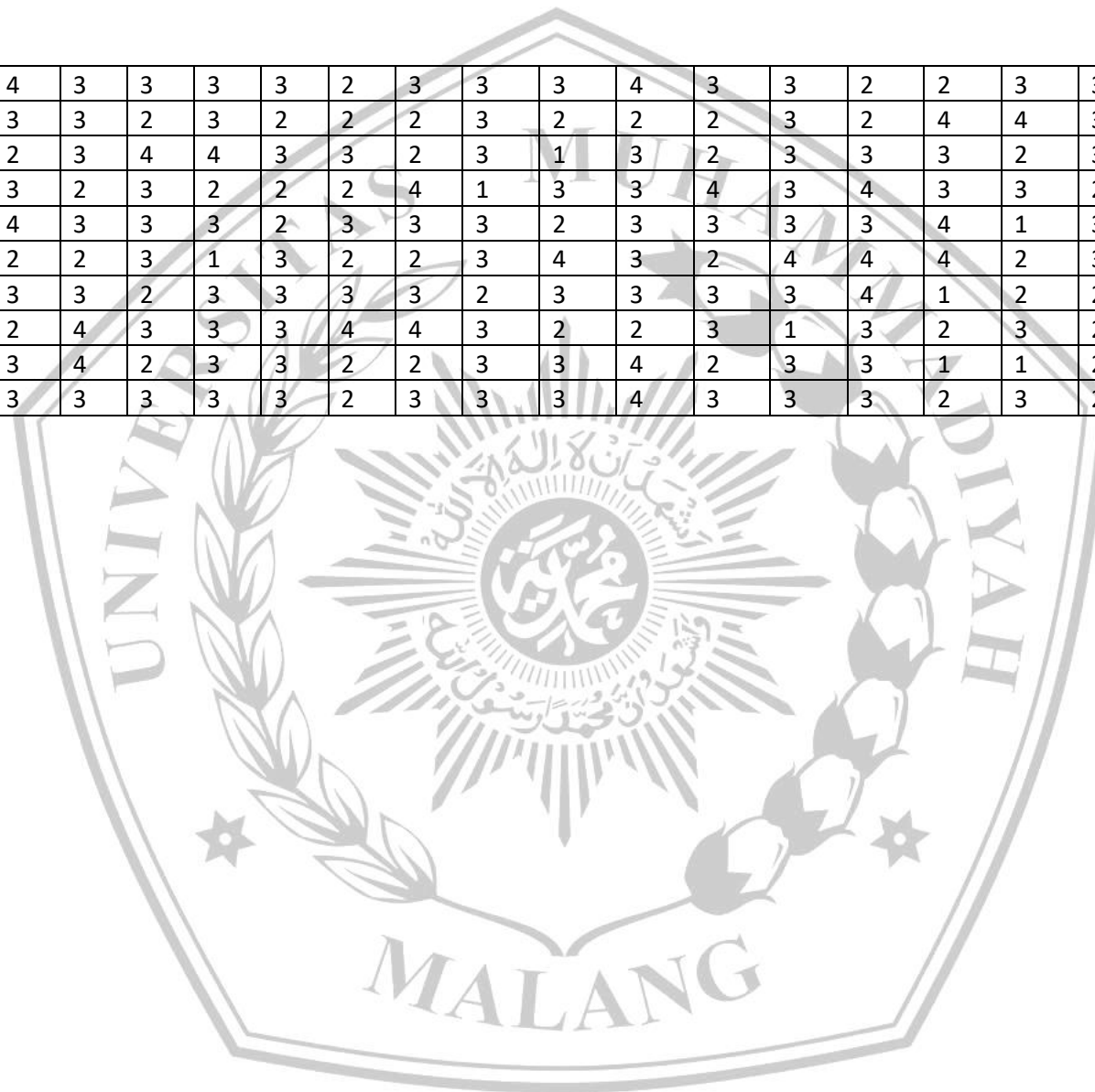
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| Male | 3 | 2 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 2 | 4 | 4 | 2 | 3 | 2 | 2 |
| Male | 3 | 2 | 2 | 2 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 4 |
| Male | 2 | 3 | 3 | 4 | 2 | 4 | 2 | 2 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 3 | 2 | 3 | 2 |
| Male | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 1 | 2 |
| Male | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 1 | 2 | 2 | 2 | 2 |
| Male | 3 | 3 | 2 | 2 | 3 | 4 | 4 | 3 | 1 | 3 | 3 | 4 | 4 | 3 | 3 | 1 | 2 | 2 | 3 | 3 |
| Male | 4 | 4 | 1 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| Male | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 2 | 4 | 2 | 3 | 1 | 1 | 3 | 4 | 1 | 3 | 2 | 2 | 3 |
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| Male | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 1 | 1 |
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| Male | 3 | 2 | 3 | 4 | 1 | 3 | 3 | 3 | 3 | 4 | 2 | 4 | 3 | 2 | 4 | 3 | 3 | 2 | 3 | 4 |
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| Male | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 |
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| Male | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| Male | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 4 | 1 | 3 | 4 | 3 | 4 | 3 | 1 | 1 | 3 | 1 | 3 |
| Male | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| Male | 3 | 3 | 4 | 2 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
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| Male | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 2 |
| Male | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 |
| Male | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 3 | 4 | 2 | 4 | 3 | 2 | 4 | 2 | 2 | 3 | 2 | 3 |
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| Male | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 1 | 3 | 4 | 4 | 2 |
| Female | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 3 |
| Female | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| Female | 3 | 3 | 2 | 4 | 2 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 1 |
| Female | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| Female | 1 | 2 | 3 | 2 | 3 | 1 | 3 | 3 | 2 | 3 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 |
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| Female | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| Female | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 |
| Female | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| Female | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Female | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 4 | 2 | 2 | 3 | 3 | 4 | 3 |
| Female | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 3 | 2 | 3 | 3 | 4 | 2 | 3 | 3 | 2 | 3 |
| Female | 1 | 1 | 4 | 1 | 2 | 4 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 |
| Female | 3 | 4 | 3 | 3 | 2 | 4 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 4 | 4 | 4 | 2 | 2 | 2 | 2 |
| Female | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
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| Female | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 2 | 4 | 2 | 4 | 3 | 2 | 4 | 2 | 1 |
| Female | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 1 | 3 |
| Female | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 3 | 2 | 3 | 4 | 3 | 1 | 1 | 1 | 1 | 2 |
| Female | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
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| Female | 2 | 2 | 2 | 3 | 3 | 4 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 1 | 4 | 3 |
| Female | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| Female | 2 | 2 | 2 | 3 | 3 | 4 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 1 | 1 | 1 |
| Female | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 2 | 3 | 4 | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 1 |
| Female | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| Female | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
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| Female | 3 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 2 |

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| Female | 3 | 4 | 3 | 4 | 2 | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 4 | 3 | 4 | 1 | 3 | 1 | 2 | 2 |
| Female | 2 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 4 | 1 | 1 | 2 | 2 | 2 |
| Female | 2 | 2 | 3 | 4 | 3 | 4 | 1 | 3 | 1 | 3 | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
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| Female | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
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| Female | 2 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 4 | 2 | 3 |
| Female | 2 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 1 |
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| Female | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 4 | 3 | 4 | 2 | 4 | 3 | 4 | 4 | 4 | 1 | 3 |
| Female | 2 | 3 | 3 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 |
| Female | 3 | 4 | 3 | 1 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 2 | 2 | 3 | 2 | 2 |
| Female | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 | 4 | 2 | 1 |
| Female | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 4 |
| Female | 2 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 |
| Female | 2 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 |
| Female | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| Female | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 2 |
| Female | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 2 | 2 | 3 | 3 | 3 |
| Female | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 4 | 3 | 2 | 2 | 4 | 4 | 2 |
| Female | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 |
| Female | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 4 | 2 | 3 | 4 | 4 | 4 | 2 | 2 | 4 |
| Female | 3 | 3 | 3 | 2 | 2 | 4 | 3 | 2 | 2 | 4 | 2 | 3 | 2 | 2 | 4 | 3 | 4 | 3 | 4 | 3 |
| Female | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 4 | 3 |

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| Female | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| Female | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 4 | 4 | 3 | 2 | 3 |
| Female | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| Female | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 4 | 1 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 2 | 3 | 2 |
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| Female | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 4 | 2 | 3 | 3 | 1 | 1 | 2 | 3 | 2 |
| Female | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 3 |





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NAMA /NIM : Yonky Setiawan
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NAMA FILE : Yonky - setiawan
HASIL CEK KE : 45

| BAB | HASIL PROSENTASE | STANDART | | LOLOS | TIDAK LOLOS |
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| | | S2 | S3 | | |
| BAB 1 | | 5 % | 5 % | | |
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Malang, 08 - Oct - 2020


Petugas Cek